

## Text Structures FCAT 2.0

GRADES 9–10			
Reporting Category 2: Reading Application			
Benchmark			Content Focus
Grades 9–10	LA.910.1.7.2	The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.	<ul style="list-style-type: none"> <li>• Author's Purpose (within/across texts)</li> <li>• Author's Perspective (within/across texts)</li> <li>• Author's Bias (within/across texts)</li> </ul>
Grades 9–10	LA.910.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.	<ul style="list-style-type: none"> <li>• Main Idea (stated or implied)</li> <li>• Summary Statement</li> <li>• Relevant Details</li> <li>• Conclusions/Inferences</li> <li>• Predictions</li> </ul>
Grades 9–10	LA.910.1.7.4	The student will identify cause-and-effect relationships in text.	<ul style="list-style-type: none"> <li>• Cause and Effect</li> </ul>
Grades 9–10	LA.910.1.7.5	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.	<ul style="list-style-type: none"> <li>• Text Structures/Organizational Patterns (e.g., comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description)</li> </ul>
Grades 9–10	LA.910.1.7.7	The student will compare and contrast elements in multiple texts.	<ul style="list-style-type: none"> <li>• Compare (similarities within/across texts)</li> <li>• Contrast (differences within/across texts)</li> </ul>

- **LA.910.1.7.5 - The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.**

### **Sample Item 27 Text Structures/Organizational Patterns**

The Grade 9 sample item below is based on “Swing Is the Thing!” on page G–6.

Based on the main heading and subheadings, the reader can determine that the main organizational structure of the article is

- A. a comparison of Big Band music to other musical styles of the time.
- B. a description of the effects of Big Band era music on other musical styles.
- C. a chronological history of the highlights and musicians of the Big Band era.
- D. a listing of the artists and composers who contributed to the emergence of Big Band music.

### **Sample Item 28 Text Structures/Organizational Patterns**

The Grade 10 sample item below is based on “Cutting Off the World’s Roof” on page G–18.

How does Ken Howard organize the article “Cutting Off the World’s Roof”?

- A.** He writes mainly about his personal experiences.
- B.** He describes differences between several theories.
- C.** He answers questions about different mountain ranges.
- D.** He persuades readers to accept one theory over another.